

Mike Curb College of Arts, Media, and Communication
Assessment Summary
2006-2007
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SUMMARY OF ASSESSMENT REPORTS

ART:

For the undergraduate and graduate programs, the art department conducted three separate assessment activities:

1) Art 315: Perspectives in Art History (*undergraduate*)

Pretest and post-tests were conducted in this course in order to assess the department SLO # 2—Broaden knowledge of ancient through contemporary art. Based on the results the faculty determined that students' knowledge increased 37% after completing the course. Faculty are not content with this result and recommend that art history faculty discuss ways to improve on students understanding, especially in the areas of renaissance art and post-modernism.

2) Annual Student Art Exhibition (*undergraduate*)

Student work was submitted for the juried show and chosen juried work was assessed by both faculty outside jurors. It was determined that students were meeting the basic Skills SLO and the Critical Thinking SLO. However, two issues arose from this assessment process: 1. Some program areas were underrepresented in the show, therefore making it hard to determine how those areas were meeting the art department's student learning objectives. 2) Not all faculty participated, making the assessment hard to validate.

CINEMA AND TELEVISION ARTS:

CTVA conducted assessment in their screenwriting course using a pretest and post-test methodology:

1) CTVA 220 (*undergraduate*)

Based on the department SLO:02— Demonstrated the ability to research, structure, and write dramatic and non-dramatic scripts for cinema, television and multimedia; an entrance and exit exam was administered as well as an assignment to construct a video script. The performances on the story synopses suggest that the Screenwriting faculty might need to consider ways to improve students' grasp of the elements of fictional screen storytelling in CTVA 220. Therefore, the faculty have plans to meet to examine the screen storytelling component of the CTVA 220 curriculum and to explore ways to strengthen the presentation and implementation of screen storytelling concepts and techniques.

2) Other Multimedia courses (*undergraduate*)

Additional assessment efforts were made in several multimedia courses (CTVA 301, 361, 461, 464). However, the results are currently inconclusive and need to be revisited at a later date for a more valid assessment process.

COMMUNICATION STUDIES:

The communication Studies program conducted assessment in three courses as well as assessing the graduate students' final exam or theses.

1) COMS 321: Rhetorical Discourse (*undergraduate*)

A group of anonymous papers were scored based on the department SLO #4— Demonstrate competency for effective and ethical written communication. This assessment procedure indicated the course was successful in achieving the SLO. In addition, this process confirmed that more assessments of the course are needed, which focus on measuring improvements in the abilities to cite sources accurately in the written papers.

2) COMS 309: Advanced Public Speaking (*undergraduate*)

The course is not part of the core, but it is a course that satisfies a requirement for the major. A group of speeches were assessed and it was determined that the course does meet the department SLO #5—Demonstrate competency for effective and ethical oral communication.

- 3) **COMS 600: "Core Seminar in Communication Studies** (*graduate*)
The faculty concluded that the course was effective in meeting the requirements for the SLO #3-Demonstrate the ability to identify and comprehend scholarly writing in the field. The element that scores the least effective was "The student demonstrates an understanding of the methodologies utilized in scholarly sources." The plan for the department is to integrate a more comprehensive approach to understanding such methodologies in the course, but will later create and sustain a methods course in the grad program.
- 4) **Comprehensive Exams or Thesis** (*graduate*)
Instead of assessing a course, the faculty assessed the written portion of the graduate students' Culminating Experiences. Students' comprehensive exams or theses were measured based on SLO #2—Articulate some basic tenets of theories of human communication from the perspective of one or more specific areas of the field. The findings indicated the theses scored consistently higher than the comprehensive exams therefore indicating that thesis helps meet the SLO more effectively. The faculty are discussing a more systematic approach to assessing the graduate program and hope to assess across culminating experiences over several years rather than looking at a snapshot at the end of one semester.

MUSIC:

The music department worked to align their course based on one of the department's SLO —All students will demonstrate the ability to hear, identify, and work conceptually with the elements of music, including sight-reading and a basic keyboard proficiency. Three areas were examined to determine the course alignment as well the construction of rubrics for the assessment in 2007-08.

- 1) **Musicianship**
- 2) **Theory**
- 3) **Class Piano**

JOURNALISM:

The journalism department worked on two types of assessment: embedded assessment in a course and assessment of internship experiences.

- 1) **Jour 210** (*undergraduate*)
A news story assignment was embedded in all the sections of the course and assessed based on two departments SLOs; 01— Students will attain competency in writing basics, such as grammar and punctuation, word usage and spelling, sentence structures, and journalistic style. 02—Students will attain competency in the gathering and critical analysis of information using such techniques as interviewing, observation, and researching primary and secondary sources in both traditional and electronic means.
- 2) **Analysis of Internships** (*undergraduate*)
Students' performance was indirectly assessed based on reports submitted by on-site employers and student-prepared reflective reports. The department is SLO #5— Students will develop flexibility in working in evolving mass communication media and environments using a variety of technologies and techniques. The faculty expect to use the results of the analyses to enrich curriculum and improve instruction.

THEATRE:

The theatre department conducted assessment on an undergraduate objective and graduate objective:

- 1) **TH 261: Fundamental of Scenery and Property Technology** (*undergraduate*)
Sample exams from this course were correlated to the department's SLO#1—Students will acquire an understanding of theatre concepts, elements, and terminology. After the answers were measured to determine the level of understanding, the department faculty were given the results and a discussion on curricular changes emerged. Some issues arose in the assessment process: 1) the faculty determined that the department SLO was unclear and needed to be refined to match the content of the

TH 261 course. As a result of this assessment the faculty recognized the need to revise the Department's SLOs.

- 2) **TH 600: Seminar in Research Methods and Bibliography** (*graduate*)
TH 600 is an introductory seminar for all incoming MA students. The students from the course submitted a research proposal, which was measure through a rubric by faculty. The assessment process and results confirmed that incoming students enter the program with varied interests and academic preparedness thus resulting in further discussion on the mission and standards of the graduate Theater program. The faculty are preparing and refining another rubric to measure students who are exiting the program.